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ABSTRACT

The bibliography, containing references to literature from English language published periodicals circulated between 1960 and 1970, lists periodical materials pertaining to secondary school-age exceptional students. Works in medicine, sociology, and law are included, although the emphasis is upon education and psychology. The bibliography is intended primarily for students and professionals in these two disciplines, especially teachers of Special Education and Guidance. Materials are divided into six major sections: General, Intellectual (gifted, creative, retarded, over- and underachievement), Sensory (aurally and visually handicapped), Physical (crippled, hospitalized and homebound, special health problems), Behavioral-Social (delinquency, culturally different, dropouts, emotionally disturbed), and Learning Problems (reading, language, speech, neurological, and perceptual problems). Multiple entries occur when appropriate. (KW)

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THE EXCEPTIONAL STUDENT OF SECONDARY SCHOOL AGE

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A BIBLIOGRAPHY FOR PSYCHOLOGY AND EDUCATION

1960-1970

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J.G.McMURRAY

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THE EXCEPTIONAL STUDENT

OF

SECONDARY SCHOOL AGE.

A Bibliography

BIOGRAPHICAL NOTE.

Grant McMurray was educated at the University of Western Ontario and the University of Toronto, receiving his Ph.D. in 1956. Following a year as lecturer in Psychology, and while still a graduate student, he was research psychologist at an Ontario Hospital School and the Toronto Psychiatric Hospital, working primarily with retarded and minimally brain damaged children. In 1955 he was appointed Coordinator of Psychological Services and Research for the North York (Toronto) Board of Education, which grew to become Canada's largest school psychology program. It was there that his strong interests in the exceptional child matured.

Dr. McMurray has been Professor and Chairman of the Department of Educational Psychology at Althouse College since its founding in 1965. He holds the A.B.E.P. Diploma in School Psychology, is a Registered Psychologist in Ontario, and is a Past President of the Ontario Psychological Association.

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F O R E W O R D

Composing a bibliography is probably a labor of love. Certainly, it has little excitement compared to experimental research, and few of the birth pangs associated with creative theorizing. Work on a bibliography of this nature was precipitated by the absence of any organized and consolidated body of references dealing with exceptional children - with all the meanings the term implies - who had reached their teens and were no longer in elementary school. No matter how successful therapy has been, no matter how 'corrective' special education, and despite the magic sometimes performed by spontaneous recovery, it seemed likely that there remains a large body of young people whose special needs might be met better if periodical literature pertaining to them were brought together. Unfortunately, a bibliographer's task never reaches closure, since new material is constantly appearing and references inadvertently missed, appear to haunt and seemingly discredit the best of efforts.

This bibliography is not intended to be a definitive synthesis of all that has been written about older exceptional youngsters. It includes neither books nor unpublished materials. The former tend to be of a general character and are reasonably well known. If not, they may be discovered relatively easily from publishers' lists and Books in Print. Unpublished materials, on the other hand, tend to become published if they are of consequence. If not, they are difficult to evaluate and often unobtainable. It is the author's belief that recent published periodical materials are of greatest use to the researcher, particularly when organized according to some relatively simple scheme, without any intention that the system of classification employed should place a value judgment on the references themselves or place limits upon their usefulness.

The articles included cover roughly the decade 1960 to 1970. The original sources are predominantly written in English and published in Canada, Great Britain and the United States.

The work has a strong psychological and educational orientation. It is intended primarily for the use of students and practitioners in these disciplines, with a particular concern for teachers of Special Education and Guidance who are expected by both their colleagues and the public whom they serve, to be acquainted with recent literature in the field of exceptional children.

Unfortunately, this is often not the case, in part at least, because the literature has often not been collated in any concise and meaningful form, especially in regard to older students and young adults. It is the author's conviction that those atypical aspects of a child's development which are associated with learning and living in the public schools continue on into the secondary schools and beyond. Exceptional students have at least the same rights to individualized instruction as their more 'normal' peers and their education should not be terminated early because they do not 'fit the system'.

Several problems emerged during the year and a half required to compile this bibliography. One relates to the definition of 'secondary school'. Many school systems have a Junior High School level which includes youngsters as young as eleven or twelve years. Many Canadian schools have the Grade 13 year, roughly equivalent to freshman college in some provinces and states. Thus, articles cover a fairly wide age spread. Many published studies include for example, subjects of both elementary and secondary school age. Some studies, particularly those of a theoretical nature, make little or no mention of age, but are included because in the author's judgment they may well be of value to the researcher.

A few articles relating to drug usage have found their way into this volume, but no attempt has been made to formally equate the drug scene with the exceptional adolescent. Whether such will occur in future remains unclear.

The most incipient problem, and the one that continues to haunt, is related to the classification system employed. For far too many decades, adherents of specific professions, and Special Educators in particular, have adopted restrictive terminology which reinforced the compartmentalized handling of the retarded, the hard of hearing, or whoever, rather than freeing them from a sterotype and making available larger numbers of educational or other choices which would result in their better integration into both the school and the community. The worth of Special Education programs, for example, must eventually be judged not by how many segregated classes there are, but rather by how quickly instruction can be individualized and the student returned to the more natural environment of his age mates. The classification of references into sections is intended here purely as a convenient means of identifying broad groupings so that articles may be identified for use. It is not suggested that they are clearly delineated and mutually exclusive. Indeed, multiple listings may and do occur.

The uniqueness of this bibliography lies in the fact that it attempts to deal with young people of secondary schoolage. Other bibliographies covering a more general age range have been written, the most notable being Goldberg [1]. Another general reference is 'Review of Educational Research' [2]. Of merit is the annotated general volume of Johnson and Blank [3].

Four recent volumes dealing specifically with disorders associated with brain damage include: Haring [4], Chalfant & Scheffelin [5], Tymchuk & Knights [6], and Birch [7].

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1 Goldberg, I. Ignacy, Selected Bibliography of Special Education. New York, N.Y.: Columbia University Press, 1967.

2 Review of Educational Research, 1963, 33, 1-138, 1966, 36, 1-202, 1969, 39, 1-125.

3 Johnson, G. Orville & Blank, Harriet D. (Eds.), Exceptional Children Research Review. Washington, D.C.: Council for Exceptional Children, 1968.

4 Haring, Norris G., Minimal Brain Dysfunction in Children: Educational, Medical and Health Related Services. Washington, D.C.: Public Health Service Publication No. 2015, 1969.

5 Chalfant, James C. & Scheffelin, Margaret A., Central Processing Dysfunctions in Children: A Review of Research. Washington, D.C.: National Institute of Neurological Diseases and Stroke, Monograph No.9, 1969.

6 Tymchuk, Alexander J. & Knights, Robert M., A Two Thousand Item Bibliography: The Description, Etiology, Diagnosis, and Treatment of Children with Learning Disabilities or Brain Damage. Ottawa, Canada: Carleton University, 1969.

7 Birch, Herbert G. (Ed.), A Selective Bibliography on Brain-Damaged Children. Langhorne, Pa.: The Woods Schools, 1964.

Two other specific bibliographies, one dealing with the deaf, and the other with cerebral palsy are by: Fellendorf [1], and Reid, et al [2].

This project has been funded in part by the Ontario Educational Research Council and the Althouse Research and Development Committee. To both of these bodies a sincere debt of gratitude is owing. Althouse College of Education has patiently housed the project since its inception in 1969 and the author would like particularly to thank Dean Ernest Stabler for his support and encouragement. Several members of the staff were of assistance in the preparation of the manuscript, including Mrs. Henny Vlasman, Mrs. Barbara Shuskewich, Mr. Brian Clark and Mrs. Nancy Gianelli. The author is grateful to the Library Staffs at the University of Western Ontario, the Toronto and London Boards of Education, the University of Toronto and the Ontario Institute for Studies in Education. Miss Sally McCrae, Mrs. Jean Calhoun and Mrs. Shirley Mooney of the Althouse College Library were most helpful in the securing and checking of manuscripts and very patient considering the excessive demands that were made on them.

It is hoped that this bibliography will serve a useful purpose and that the Exceptional Youth, with whom you are concerned will benefit, albeit indirectly, most of all.

J. G. McMurray,
April 1971,
Althouse College of Education,
University of Western Ontario,
LONDON, Ontario, Canada.

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1 Fellendorf, George W. (Ed.), Bibliography on Deafness: A Selected Index. Washington, D.C.: The Volta Bureau, 1966.

2 Reid, L. Leon, et al., An Annotated Bibliography of Selected References in Cerebral Palsy. Pittsburgh, Pa.: Stanwix House, 1960.

NOTES FOR USERS.

References generally come from English language published periodicals circulated during the decade 1960 - 1970. Copies of all articles were obtained and references checked for accuracy and general content. Undoubtedly some references have been missed and your indication regarding errors and omissions will be gratefully received and corrections will be incorporated into a second version of this bibliography.

SCOPE

Efforts have been made to survey original sources and to include works in medicine, sociology, and law, as well as psychology and education. A deliberate attempt has been made to draw attention to sources not ordinarily within the reading experience of the classroom teacher, without, on the other hand, filling the bibliography with references so esoteric that they would be beyond the understanding of the researcher or, indeed, unavailable in a good university library.

ORGANIZATION

The material has been organized into six major sections, including a first or general section. These sections in turn have been divided into subsections (with the exception of the first or general one) to allow for easier delineation of subject matter and consequent extraction of items. The sections, subdivided when necessary, are as follows:

I	General	Background reading, technology, classroom management, mental health, etc.
II	Intellectual	(a) Gifted (b) Creative (c) Slow learner and retarded (d) Over and under achievement
III	Sensory	(a) Deaf and hard of hearing (b) Blind and partially sighted
IV	Physical	(a) Crippled (b) Hospitalized and homebound (c) Special health (including rheumatic fever, asthma, pregnancy, etc.)

V	Behavioral-Social	(a)	Delinquency
		(b)	Culturally different
		(c)	Drop-outs
		(d)	Emotional handicaps (includes character disorders, school phobias, psychoses, etc.)
VI	Learning Problems	(a)	General
		(b)	Reading problems
		(c)	Language and speech disorders (includes aphasia)
		(d)	Neurological and perceptual impairment.

ENTRIES

Item format essentially follows the Publication Manual of the American Psychological Association, except that full given names - when known - have been retained. Each entry appears alphabetically in the appropriate section according to subject matter. Usually, entries appear only once. Multiple entries may occur, however, when the subject matter in itself is clearly of a multiple nature. Care has been taken to keep multiple listings to a minimum. It is hoped that this system will improve the chances of the researcher in finding material that otherwise would be missed and that we may be forgiven the sometimes spurious inflation of entries against individual authors' names in the Index.

The assignment of entries to sections has been done largely by reading and/or checking the manuscripts which were obtained in all cases from the authors, or by obtaining original manuscripts available in the libraries or through inter-library loan.

Assignment to sections was often a very subjective decision, especially when articles were general in nature and when multiple references often would amount to little more than an academic technicality. Again, every attempt was made to keep multiple references to a minimum. In no case were bibliography items reprinted on faith from other bibliographies or copied from other sources, without verifying them in the original journals. No doubt, errors and omissions have occurred, but we have tried to be as accurate and complete as the resources at our disposal would allow. Perhaps our greatest difficulty lay in

obtaining back copies of lesser-known journals when the presence or absence of pertinent references was unknown. Again, it is our hope that the users of the bibliography will find time to write us, indicating errors and omissions.

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